

Development of Zombie Tsunami Games in Medan City MIN Student

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Abstract. In the research on the development of zombie tsunami games to improve basic motor skills in class I MIN children, this is a process used to develop and validate learning products. Research and development in this learning uses the Research & Development (R & D) development model. Target clients or users who are the target in the research on the development of zombie tsunami games to improve basic motion skills for class I MIN children with a total of 40 students. This study was carried out in 2 large group trials and 1 small group trial. The ultimate goal of this development research is to produce a product in the form of a zombie tsunami game to improve the basic motion capabilities of MIN students, so that it can help the teaching and learning process so that student learning can be more effective, efficient and interesting.

Keywords: Games, Play, Zombie Tsunami.

1 Introduction

The Education Curriculum covers six aspects of development namely moral and religious values, social-emotional and independence, language, cognitive, physical / motoric and artistic abilities. is a form of early childhood education program. Elementary school is an education level that must be followed and provide benefits for preparing children to enter junior high school. In general, learning in elementary schools for many aspects of physical development has been done by adjusting to certain sports. Physical exercise in early childhood should still pay attention to simple basic movements. Simple movements will make children easy to understand and carry out instructions. This will also minimize the occurrence of injuries to children.

If the physical development of the child gets an exercise that is in accordance with the characteristics of the child, then the tendency of the child will be easier to achieve in the desired sport. Children's motor skills begin with basic motion exercises. Basic motion is very important in an effort to instill the correct foundation in motion. Therefore, it is necessary to have a discussion about what basic movements are important and must be controlled by the child.

Playing for children is an exciting thing. Especially traditional games which involve many children and are in open spaces. So, it is not wrong with the results of Kurniati's research (Novi, 2016: 75). In his research he showed that traditional games can stimulate children in developing cooperation to help children adjust, interact positively, can condition children in self-control, develop empathy for friends, obey rules, and respect others. Thus, it can be

understood that traditional games can have a very good impact to help develop children's emotional and social skills.

Based on this thought, it is carried out by observing students who include running, jumping, jumping, throwing, and spinning. These movements are movements that are often carried out by elementary school students. Based on observations at MIN Medan for class I students that there were problems: 1) Where from all the basic motion samples chosen by the researcher, it turns out that only a few students understand the instructions. And students are not interested if the material is carried out just to do the movement without the game. 2) Based on the observations of teachers and researchers that primary school children are already infected by virus games on smartphones, observations made several months by the teacher where the conversation students during recess usually discuss gaming on smartphones and this is the negative effect of technology that has been attacking children's thinking . Where should children play at their age but instead use smartphones without parental guidance. Smartphone addiction is a very complex problem if it occurs in early childhood. 3) The researchers also found motor problems in some children that there are children who trembled when instructed to run, no child is easily tired when instructed to jump and there are children who are not able to perform a series of movements running, jumping, throwing and turning. 4) Based on the observations of researchers that physical education teachers do not apply the concept of playing an interesting game so that to provide basic motion learning will be very difficult to provide stimulus to students and the learning objectives will not be maximized. Learning movement (motor learning) is the study of skills to acquire and enhance the movement, which according to HeriRahyubi (2012: 208) to learn the motion is influenced by various forms of training, experience and situation of human learning. To be able to do so requires attention control and concentration or concentration.

The term motoric is often considered the same as motion because the two terms are very difficult to be limited in concrete terms, even using the two terms (motor and movement) interchangeably, and defining motoric is a latin event that includes the whole process of controlling and regulating the functions of good organs physiologically and psychologically so that movement occurs.

The ability to move can be understood as an indicator of the level of proficiency or mastery of a thing that requires body movement. Mastery of a movement is a process in which a person develops a set of responses into a coordinated, organized and integrated movement pattern. Every ability of motion requires the organization of muscles according to the place, meaning that there is a group of muscles selected to perform a movement, organizing according to time means that the muscles contract or relax must occur at the right time and in harmony. HeriRahyubi, (2012: 209) someone who does the process of learning the motion properly and correctly will experience a change, for example from "not being able" to "being able", from "unskilled" to "skilled", relating to things of motion .

Playing or playing is colored by the atmosphere of paidia but in games, the elements of life stand out (Agung, 2017: 78). Formal games are competitive interactions and aim to achieve a predetermined goal. He has an end point called game people. According to Calhoun (in Agung, 2017: 78) the game is a play activity that has clear rules, specific goals, elements of competition and sequences of actions that are essentially repeated every time the game.

Game is a branch of sport that we use as a tool in educational efforts (Soedjadi, 1979: 1). Every time we use a tool we certainly expect the use of the tool in our use to reach a goal. To what extent is the role of the game in the formation of the child and how much help is the game in helping to learn and improve the skills of other branches.

In this study, researchers adopted a tsunami zombie game on a smartphone. And this game is quite popular with children in elementary school. And by applying this game into motion activities, it increases students' interest and motivation in learning physical education.

2 Method

Research and development in this learning uses the Research & Development (R & D) development model of Borg & Gall (1983: 776) which consists of ten steps including: (1) Conducting research and gathering information (literature review, subject observation, preparation principal report) (2) Planning (defining skills, formulating objectives, determining teaching sequences, and small-scale trials) (3) Developing initial product forms (preparation of teaching materials, preparation of handbooks and evaluation tools) (4) initial field test (using 6-12 subjects) (5) Revising the main product (in accordance with suggestions from the results of the initial field test) (6) Conducting the main field test (with 30-100 subjects. (7) Revising the product (based on suggestions and results of the main field trials) (8) Field testing with 40-200 subjects (9) Revision of the final product (10) Making a report on the product in a journal, working with enerbit who can conduct commercial distribution.

3 Result And Discussion

Learning motivation in elementary school children in class I, in particular there are several objectives including: 1. Develop and implement a tsunami zombie game on learning physical education for elementary students. 2. Obtain empirical data about the effectiveness, efficiency and attractiveness of the results of the development of tsunami zombie games for elementary students. The ultimate goal of this development research is to produce a product in the form of a game module that contains zombie tsunami games, so that it can complement the learning that is currently available, namely that students can learn more: 1. Effective, meaning that it is complete in increasing the effectiveness or convenience for students in mastering basic movements. 2. Efficiency, the meaning is the completeness of learning assistance, where with minimal costs and time so that maximum results can be obtained in mastering manipulative basic motion material. 3. Interesting, meaning that it is the completeness of learning that has appeal so students can be motivated to use it.

In this development research data analysis techniques used are quantitative descriptive analysis techniques with percentages. This technique is used to analyze quantitative data obtained from the results of questionnaire evaluation evaluation from game experts and physical education learning experts on the results of products developed.

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